

Educational Influence of Bollywood Movies with reference to Delhi Youth

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Abstract

Movies have always been a powerful medium of entertainment, communication, and cultural expression. Bollywood, the Hindi-language film industry, not only reflects popular culture but also influences societal values, attitudes, and youth development. This study aims to analyse the influence of Bollywood films on students' learning environments, examine how these films motivate career aspirations, observe youth viewing patterns, and explore their perceptions of educational content in movies. A mixed-method research design was employed, involving both qualitative and quantitative data collected through a structured Google Forms questionnaire from 124 Delhi-based respondents aged 20–30. Descriptive statistics and thematic analysis were used for interpretation. Findings indicate that while Bollywood films are moderately consumed, their impact on educational awareness and career influence is limited. However, films like *Chhichhore*, *Super 30*, and *Hichki* were appreciated for conveying important social and educational messages. Overall, Bollywood's educational influence is present but inconsistent and often overshadowed by its entertainment focus.

Keywords:

Bollywood movies, Educational Influence, Youth, Delhi

Introduction

Movies have always been a strong medium of entertainment, communication, and cultural expression. Bollywood—the Indian Hindi-language cinema world—plays a pivotal role not only in defining popular culture but also in shaping societal norms, values, and attitudes. With its extensive outreach and emotional resonance, Bollywood possesses the ability to influence youth development across multiple dimensions, such as educational attitudes and career choices.

Educational issues—like gender equality (*Dangal*, *Pink*), mental health (*Dear Zindagi*), and ecological awareness (*Toilet: Ek Prem Katha*)—are regularly intertwined into Bollywood plots, inciting critical thinking and discussion among audiences. Bollywood films also aid language acquisition, moral education, and citizenship education, particularly as ancillary materials in schooling. Bharati Kumar and Shankhajit Sarkar (2022) assert that Bollywood films enrich student learning by encouraging curiosity and reflection over matters of everyday life. In addition, the familiar characters and narratives tend to promote youth in taking up new professional opportunities, embracing innovative mindsets, and participating in social movement activities, which serve to carry learning beyond the classroom. Since youth increasingly access cinema via online media, it is important to understand its implications on learning. As emphasized by Balabantaray (2020), Bollywood

movies construct worldview through the depiction of changing social norms like live-in relationships, shifting family dynamics, and contemporary professional ambitions. Bollywood movies tend to depict aspirational stories and characters that adolescent audiences try to identify with and follow, thus affecting their learning environment and life choices. The current research draws on such observations to investigate how Bollywood influences educational attitudes and aspirations among youth in Delhi.

This research deals with the educational impact of Bollywood films on young people living in Delhi. It seeks to analyze the contribution of Bollywood films in moulding the learning process of students, as well as investigate how these films help drive young people towards career advancement. In addition, the study aims to monitor the trends through which young people watch Bollywood films and analyze their attitudes towards the educational content contained within these movie stories.

Objectives

- 1) To analyse the influence of Bollywood movies in learning environment of students.
- 2) To find how Bollywood movies motivate youth in career advancement.
- 3) To observe the pattern youth, consume Bollywood movies.
- 4) To explore the perception of youth towards the movies in respect of education

Review of Literature

Bollywood films have a significant influence on youth perceptions and behaviors. They impact destination image, tourist activities, and purchasing behaviors of Indian viewers (Josiam B. et al., 2015). Motivational Bollywood films can positively influence students' motivation levels (Rafiq et al., 2024). Hindi cinema plays a crucial role in shaping and altering adults' perceptions towards societal stereotypes, particularly in the Delhi NCR region (Singh Karan et al., 2024). However, the impact of Bollywood on religious identity is more nuanced. While Bollywood films influence Punjabi Sikh youth's perception of their religious identity, other factors such as family, peer groups, and social media play equally important roles (Kaur Ashwinder, 2015). These studies collectively highlight the educational and cultural influence of Bollywood movies on various aspects of youth life, including travel choices, motivation, societal perceptions, and identity formation. In the paper of Jaya et al., 2009 examines attitudes and sexual experiences of youth in Delhi, India, finding gender disparities and that TV/films are a popular source of information on sexual health. Paper the impact of the Indian movie, Three Idiots (2009) on attitudes to education explores the impact of the film "Three Idiots" on attitudes to education by examining its themes and messages related to parental expectations, teacher attitudes, and educational practices (Hussain S. et al., 2016). Contribution of Women-Centric Hindi Films on Undergraduate Students' Perception of Emerging Educational and Social Trends this study explores the influence of women-centric Hindi films on students at Sibsagar University, revealing their impact on gender sensitivity, educational motivation, and social justice awareness. Data from 113 students identified 9 popularly viewed films that shaped student perspectives. The findings highlight a rising appreciation for socially relevant cinema among youth in semi-urban academic settings (Chakraborty S. 2025).

Research Methodology

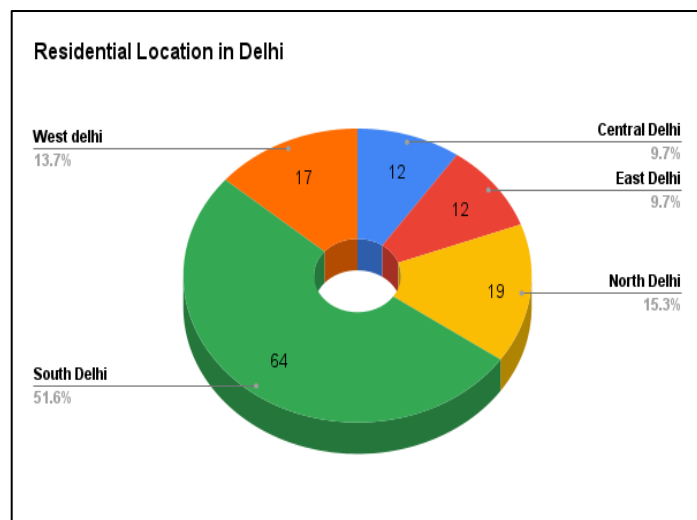
This research study based on educational influence of Bollywood movies on youth consists of both qualitative and quantitative research design. Youth of Delhi between the age group of 20 to 30 is taken as population for the research study where sample size is of 100 Delhiite youths. Random sample survey is conducted using the questionnaire consisting of both qualitative and

quantitative questions. This questionnaire is designed and filled up on Google Forms. Descriptive statistical test is performed for quantitative analysis.

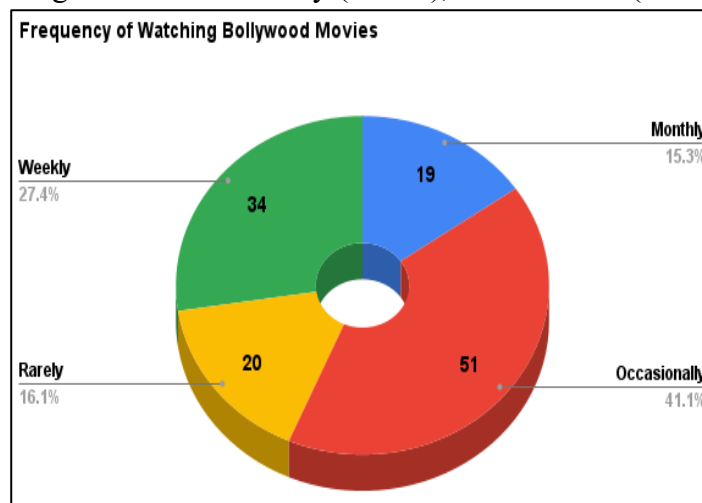
Data Analysis

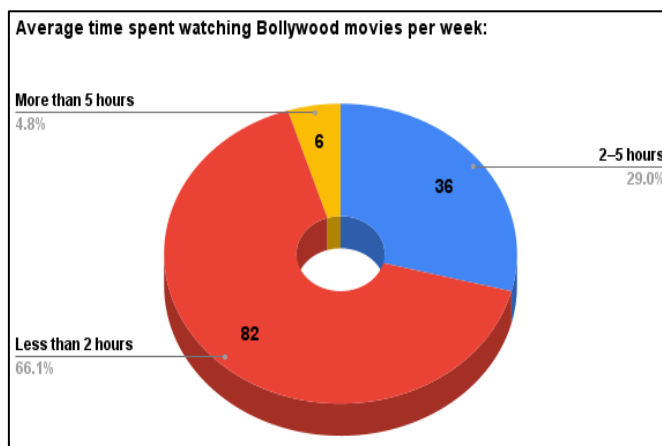
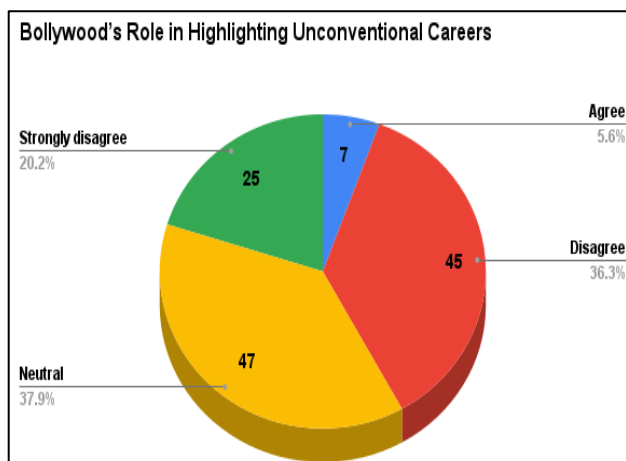
The analysis of the collected data is made based on responses collected from 124 participants between 20 to 30 years of age through random sampling. Data was collected using a structured questionnaire that included closed- and open-ended questions, and which were made available through Google Forms. While the sample size suggested was 100, there were 124 valid responses, which gave a wider base for analysis. Trends, frequencies, and patterns were found by using descriptive statistical techniques on the quantitative data, and qualitative responses were interpreted thematically to inform and provide depth to the statistical findings.

1. The pie chart illustrates the residential distribution of 124 respondents across different regions of Delhi. A majority, 51.6% (64 respondents), reside in South Delhi, indicating its significant representation. North Delhi follows with 15.3% (19), while West Delhi accounts for 13.7% (17). Central and East Delhi both have equal representation at 9.7% (12 each). This distribution shows a strong concentration of respondents from South Delhi, with relatively balanced representation from other parts.

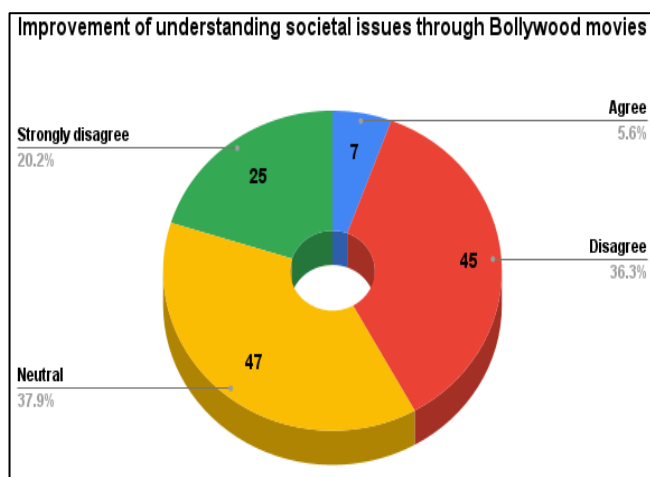


2. The pie chart shows the frequency of Bollywood movie viewing among 124 respondents. Most respondents (41.1%) watch occasionally, followed by 27.4% who watch weekly. A smaller segment watches rarely (16.1%), and the least (15.3%) watch monthly. This suggests that while Bollywood films are a regular part of entertainment for many, only a minority engage with them on a consistent weekly or monthly basis.





3. The pie chart illustrates the average time respondents spend watching Bollywood movies per week. A majority (66.1%) watch for less than 2 hours weekly, indicating minimal engagement. Around 29% spend 2–5 hours, showing moderate interest. Only 4.8% of respondents watch for more than 5 hours, reflecting high engagement. Overall, the data suggests that while Bollywood movies are consumed regularly, most viewers dedicate limited time to them each week.

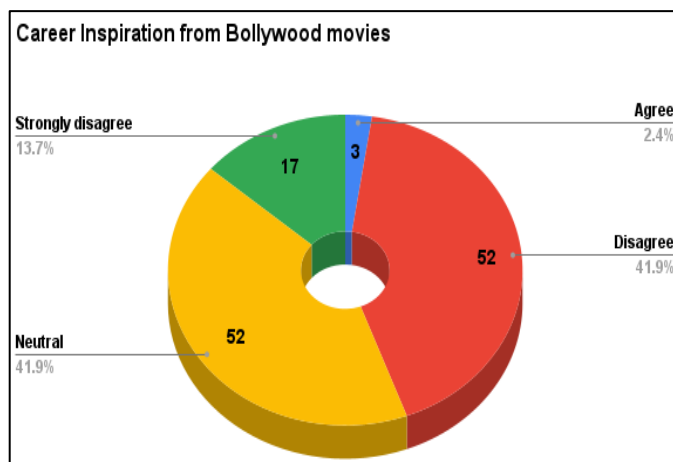


4. The pie chart analysis respondents' views on whether Bollywood movies improve their understanding of societal issues. Out of 124 respondents, 47 (37.9%) remained neutral, while 45 (36.3%) disagreed, and 25 (20.2%) strongly disagreed. Only 7 respondents (5.6%) agreed. The data indicates that a majority either disagreed or were neutral, showing limited belief in Bollywood's

role in enhancing awareness of social issues among the youth surveyed.

5. The pie chart explores whether Bollywood movies inspire career choices. Out of 124 respondents, 52 (41.9%) were neutral, while another 52 (41.9%) disagreed. 17 respondents (13.7%) strongly disagreed, and only 3 (2.4%) agreed. This indicates that the majority either do not see Bollywood as a source of career inspiration or are indifferent. Very few respondents find Bollywood films influential in shaping their professional aspirations.

6. The pie chart illustrates perceptions about Bollywood's role in highlighting unconventional careers. Out of 124 respondents, 47 (37.9%) were neutral, 45 (36.3%) disagreed, and 25 (20.2%) strongly disagreed. Only 7 respondents (5.6%) agreed with the statement. The



data suggests a general skepticism or lack of recognition among youth regarding Bollywood's effectiveness in promoting non-traditional career paths, with the majority either indifferent or dismissive of its influence in this area.

7. The pie chart evaluates respondents' views on the realism of educational portrayals in Bollywood movies. Out of 124 responses, 46 (37.1%) remained neutral, 39 (31.5%) found them unrealistic, and 31 (25%) considered them realistic.

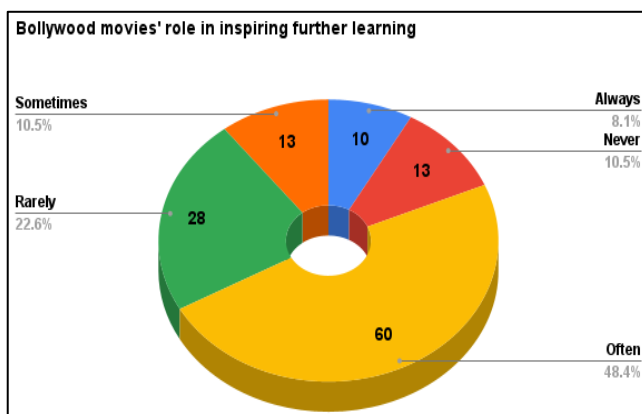
Only 7 respondents (5.6%) rated portrayals as highly unrealistic, while just 1 respondent (0.8%) found them highly realistic. The data suggests that most viewers either question the realism or remain indifferent to educational depictions in Bollywood movies.

8. The pie chart explores Bollywood movies' role in inspiring further learning among 124 respondents. A majority, 60 (48.4%), said movies "Often" inspire learning, followed by 28 (22.6%) who answered "Rarely." Both "Sometimes" and "Never" were chosen by 13 respondents each (10.5%), while only 10 (8.1%) said "Always." The data suggests that Bollywood films are a frequent source of educational inspiration for many, though not consistently for all.

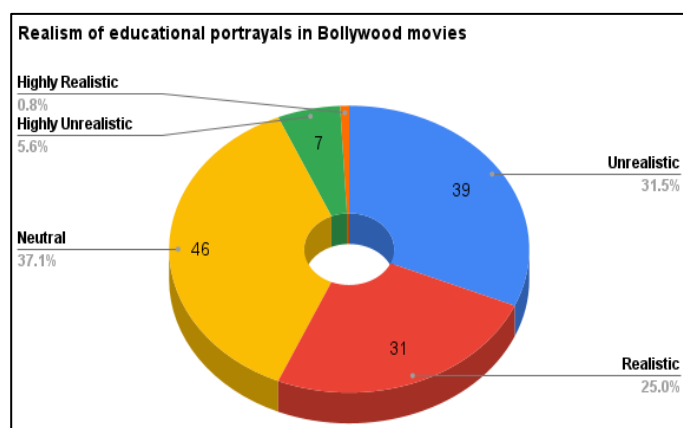
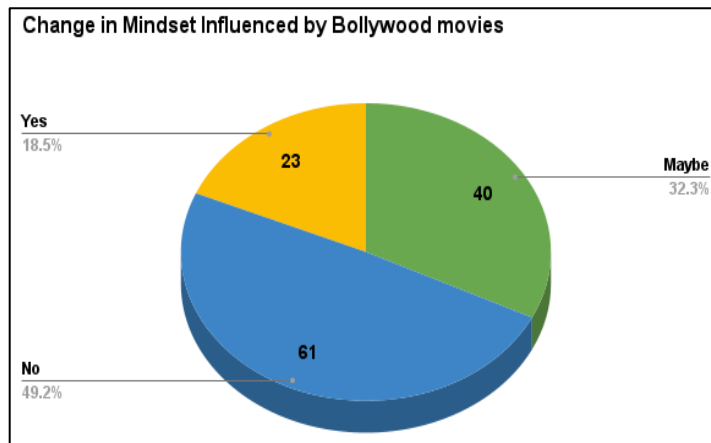
9. The pie chart shows the impact of Bollywood movies on changing respondents' mindsets. Out of 124 participants, 61 (49.2%) said No, indicating no change in mindset, while 40 (32.3%) responded Maybe, reflecting uncertainty. Only 23 (18.5%) answered Yes, suggesting actual influence. The data reveals that nearly half do not feel influenced by Bollywood films, while a

notable portion remains unsure about their effect on personal perspectives or beliefs.

10. The qualitative responses on lessons and values learned from Bollywood movies reveal diverse perspectives on lessons learned from Bollywood movies. While a few respondents claimed no impact, many highlighted values such as resilience, self-belief, family unity, and social awareness. Films like *Chhichhore*, *Mimi*, and *Pink* were cited for addressing mental health, gender equality, and



cultural identity. Others distinguished between reel and real life, noting that movies can be both inspiring and misleading, depending on genre and portrayal accuracy.



11. The responses on realistic or overly dramatized educational messages in Bollywood films reveal a mixed perception of educational messages in Bollywood films. A majority believe these messages are overly dramatized to ensure entertainment and emotional appeal, citing glamorization and unrealistic portrayals. However, some respondents acknowledged films like *Taare Zameen Par*, *Super 30*, and *Hichki* as realistic and impactful. Many responses fell into a neutral or mixed category, recognizing both cinematic liberties and the attempt to address genuine educational issues.

Findings

1. Many respondents (51.6%) belong to South Delhi, indicating a higher engagement or accessibility in that region. Other zones such as North, West, Central, and East Delhi show balanced but comparatively lower participation.
2. Most respondents (41.1%) watch Bollywood films occasionally, and 66.1% spend less than 2 hours weekly on them. This suggests limited but consistent engagement with Bollywood content.
3. A significant proportion of respondents (36.3% disagreed, 20.2% strongly disagreed) felt that Bollywood does not effectively improve understanding of social issues, though a large number (37.9%) remained neutral.
4. The majority (41.9% neutral and 41.9% disagreed) do not find Bollywood films motivating for career choices, reflecting limited inspirational value in this domain.
5. A combined 56.5% (36.3% disagreed, 20.2% strongly disagreed) were skeptical of Bollywood's role in highlighting non-traditional careers, with 37.9% neutral, showing low perceived relevance.
6. About 68.6% either remained neutral or found educational portrayals unrealistic, while only 25% considered them somewhat realistic, pointing to general doubt in Bollywood's educational authenticity.
7. A considerable portion (48.4%) acknowledged that Bollywood movies often inspire further learning, indicating a positive albeit non-universal educational impact.
8. Nearly half (49.2%) reported no change in mindset after watching Bollywood films, while 32.3% were uncertain, showing limited transformative influence on opinions or beliefs.
9. Respondents highlighted varied values including resilience, mental health awareness, cultural identity, and family unity. Films like *Chhichhore*, *Mimi*, and *Pink* were cited as impactful. However, others pointed out the disconnect between real and reel life, depending on genre and realism.
10. Most respondents viewed educational messaging in Bollywood as overly dramatized for entertainment, though some recognized films like *Taare Zameen Par*, *Super 30*, and *Hichki* for their realistic portrayal. A significant number held mixed views, indicating a nuanced audience perception.

Conclusion

The research explores the educational influence of Bollywood films on Delhi youth between 20 and 30 years of age. Results show that although Bollywood films are moderately viewed—chiefly infrequently and for less than two hours per week—they have relatively minor perceived educational and career influence. Many respondents were neutral or dissented with the notion that Bollywood films enhance the knowledge of contemporary issues or encourage non-traditional careers. Conversely, not many reported changes in attitude or career aspirations from films.

Yet, qualitative answers show that some movies such as Chhichhore, Super 30, Hichki, and Taare Zameen Par imparted important life lessons regarding mental health, determination, social justice, and cultural identity. Some youth recognized these depictions as perceptive but mostly dramatized for entertainment purposes.

Bollywood's educational impact in general is spotty and personal—sometimes working but never universally recognized throughout the teen audience. Entertainment still reigns supreme over edutainment.

Recommendations for further research

- Focused research on how Bollywood affects awareness in areas like gender equality, mental health, environmental issues, or civic responsibility would allow more targeted analysis.
- Future studies should include participants from various cities and rural areas across India to gain a more diverse and comprehensive understanding of Bollywood's educational influence on youth.

Suggestions

- Bollywood directors should work with teachers or domain specialists to use authenticity and precision while depicting educational subjects.
- Although entertainment is crucial, a more balanced style that combines realism with story drama can keep the viewer engaged without undermining the didactic message.

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